**Teachers:** Caitlin Higgins **Class:** English **Date:** Day 8

**Grade Level:** 9 **Room Number: ---** **Period: ---**

**Unit:** Gender Constructs **Lesson Number:** 2 **Topic:** Feminist Criticism

**Context:** Students will be a far ways into the fulcrum text, *Dairy Queen* by Catherine Gilbert Murdock, and will have looked closely at the text using a deconstructionist perspective. Students will have also looked at a variety of strong female characters from other specific novels.

**Objectives:**

***Short-Range Learning Objectives:***

-Students will be able to define feminist criticism.

-Students will be able to apply feminist criticism to the fulcrum text *Dairy Queen*.

-Students will be able to characterize the protagonist of the novel using a feminist approach.

***Long-Range Learning Objectives:***

-Students will be able to understand the functioning of the text *Dairy Queen* with a feminist perspective.

**Rationale:**

***Administrators –*** Students will use the feminist lens and apply it to the fulcrum text they are reading. This is using a different approach to literature.

***Parents –*** Students will learn about the feminist approach to literature, but they will also see the inequalities, different opportunities, and different portrayals of women.

***Students –*** Students will learn about the feminist approach to literature, another way to look at texts.

**Background Knowledge and Skills:** Students will bring their knowledge of the novel thus far and any ideas of feminism or real-life encounters.

**NYS Common Core Learning Standards for Language Arts and Literacy:**

**-**Reading Standard 3 – Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme

**Summary:** Students will learn about feminist criticism in literature then work in small groups to complete a worksheet that characterizes the protagonist of the novel using the feminist approach. Students will be assigned different sections and share or teach to the rest of the class.

**Procedure:**

***Anticipatory Set***

-Everyone knows of Oprah, so the class will begin by watching a few brief clips from her network regarding the women’s movement.

***Guided Practice***

-Class will begin discussing how feminist criticism applies to *Dairy Queen*.

***Instruction***

-Teacher will define feminist criticism on the board while students take notes.

-Teacher will explain feminist criticism.

-Teacher will allow time for questions to clarify anything that students may need.

-Teacher will segway into the activity.

***Independent Practice***

-Students will count off by numbers to form groups of 4.

-Groups will gather together and each student will receive a handout.

-Groups will be assigned a specific section to complete, in which they will then share out / teach their insights to the rest of the class.

***Closure***

-Students will write a brief response regarding what they learned about feminist criticism and how it applies to *Dairy Queen*.

**Special Notes and Reminders to Self:** N/A.

**Materials and Resources Needed:** Copies of worksheet.

**Accommodations for Students with Special Needs:** N/A

**Assessment of Student Learning:** Student participation in completing group work, sharing out/teaching to the class, and being respectful/taking notes of other students sharing. Worksheets will be turned in to track if students completed the assignment.

**Reflection on or Evaluation of Lesson:**

***Dairy Queen* and the Feminist Approach**

**Directions:** Knowing what we know about the protagonist of *Dairy Queen*, DJ, characterize her using a feminist approach. How is her character developed, effected, etc. in these specific areas? Reference the text to support your points when possible.

*Economically*

*Politically*

*Socially*

*Psychologically*